DOCUMENT RESUME

ED 128 497 95 UD 016 264

AUTHOR Jayatilleke, Raja, Comp.
TITLE The Law, the Courts, and Minority Group Education. ERIC/CUE Capsule Bibliography Series, Number 4. August 1976.
INSTITUTION Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Aug 76
CONTRACT 400-75-0008
NOTE 41p.
AVAILABLE FROM Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($0.50)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Affirmative Action; *Annotated Bibliographies; *Educational Legislation; Educational Resources; Elementary Secondary Education; Ethnic Groups; Federal Court Litigation; Federal Legislation; *Integration Litigation; *Minority Groups; *Reference Materials; Resource Materials; School Attendance Legislation; *School Integration; Supreme Court Litigation; *Urban Education

ABSTRACT

This is the fourth of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. Such descriptors (subject headings) as educational legislation, school attendance legislation, Federal legislation, integration litigation, Federal court litigation, Supreme Court litigation, and affirmative action are used to encompass the concepts of the law and the courts. The bibliography covers materials in the ERIC system from January 1970 through July 1976. The cited items are arranged exactly as they have been printed out by computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided. (Author/AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED128497

ERIC/CUE CAPSULE BIBLIOGRAPHY SERIES

Number 4, August 1976

THE LAW, THE COURTS, AND MINORITY GROUP EDUCATION

Compiled by

Raja Jayatilleke

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD 016264

ERIC CLEARINGHOUSE ON URBAN EDUCATION

Teachers College-Columbia University - New York, N.Y. 10027

This bibliography is one in the ERIC/CUE Capsule Bibliography Series produced by the ERIC Clearinghouse on Urban Education under contract 400-75-0008 between the National Institute of Education (DHEW) and Teachers College, Columbia University. Additional copies will be available from:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210

Its ED identification number and full ordering instructions will be found in Resources in Education, the monthly ERIC abstract journal or can be obtained by contacting ERIC/CUE.

Copies are also available from the Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027, for $0.50 each.

The ERIC Clearinghouse on Urban Education is part of the Institute for Urban and Minority Education (IUME), an agency for human resource development and school organization improvement in the nation's cities. Founded in 1973, the Institute is sponsored by Teachers College, Columbia University, New York, New York 10027.

INTRODUCTION

This is the fourth of a series of Capsule Bibliographies on current issues on urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Clearinghouse profile for "urban and minority" concepts. Such descriptors (subject headings) as educational legislation, school attendance legislation, federal legislation, integration litigation, federal court litigation, supreme court litigation, and affirmative action were used to encompass the concepts of the law and the courts. The bibliography covers materials in the ERIC system from January 1970 through July 1976.

Journal articles, identifiable by the "EJ" prefix to their ERIC number, are not available through the ERIC system, but may be read in many public or college libraries. Other cited documents, identifiable by their "ED" prefixes, are available through the ERIC system, except where a statement to the contrary is noted; alternate sources of availability are then found in the citation. For complete availablity statement, please see page iii.

The cited items are arranged exactly as they have been printed out by computer: citations are in descending order of ERIC number, and documents follow the journal articles in the bibliography.

A categorized index to the references is provided on page iv.

DOCUMENT AVAILABILITY

Documents cited in this bibliography with ED numbers can be obtained in microfiche and paper copy from the ERIC Document Reproduction Service, *unless otherwise noted*. To order copies, follow these instructions:

1. All orders must be in writing, prepaid or accompanied by an official purchase order.
2. Orders must state ED numbers, type of reproduction (microfiche or paper copy) and number of copies desired.

   Microfiche: 4×6 inch sheets of film, each sheet containing up to 96 8½×11 inch pages and requiring special readers to enlarge the print.

   Paper copy: a paper photo copy or facsimile of the original document.
3. Order from:

   ERIC Document Reproduction Service (EDRS)
   P.O. Box 190
   Arlington, Virginia 22210

UNIT PRICE SCHEDULE

Microfiche (MF)

Number fiche each ED number	Price
1 to 5 (up to 480 pages)	$0.83
6 (481-576 pages)	1.00
7 (577-692 pages)	1.16
8 (693-768 pages)	1.33
Each additional microfiche	0.167*

Paper Copy (HC)

Number pages each ED number	Price
1 to 25	$1.67
26 to 50	2.06
51 to 75	3.50
76 to 100	4.67
Each additional 25 pages	1.34

*Total price should be rounded to nearest cent.

CHART FOR DETERMINING UNITED STATES POSTAGE**

**Costs for Priority Shipment available upon request.

1st CLASS POSTAGE FOR		4th CLASS POSTAGE FOR TOTAL MF OR HC PAGES INDICATED (Allow 3-4 weeks delivery time from date of order)							
1-3 Microfiche Only	4-7 Microfiche Only	60 or less MF or HC Pages	61-120 MF or HC Pages	121-180 MF or HC Pages	181-240 MF or HC Pages	241-300 MF or HC Pages	301-360 MF or HC Pages	361-420 MF or HC Pages	Each Additional 60 MF or HC Pages
.13	.24	.21	.30	.39	.48	.57	.66	.75	.08

Index
(by citation number)

Admission Criteria	1,8,9
Affirmative Action	2
Americans Indians	5,7,10,11,12,13,14,15,19,22,27,33, 40,41,42,44,47,48,53,56,59,60,62, 63,66,68,70,71,75,80,81,84,85
Asian Americans	16,35,37,38,49,57,58,76
Bilingual Education	34,35,36,38,43,45,48,49,52,57,65,78
Bus Transportation	29,31,39,76
Educational Legislation	5,25,35,41,42,44,45,47,48,49,53,86
Equal Education	4,18,32,[illegible],38,43,50,57,58,61,64,72
Federal Court Litigation	6,32,36,54
Federal Legislation	7,10,11,12,13,14,15,19,20,21,23,40, 50,51,52,56,59,60,62,63,66,67,68,69, 70,71,73,75,80,81,82,85
Higher Education	1,26
Integration Litigation	3,6,24,27,28,29,30,39,46,55,76
Mexican Americans	24,26,29,30,34,43,45,46,52,61,65,77, 78
Puerto Ricans	3,34,54,65,77
Secondary School Students	23
School Attendance Legislation	74
School Integration	3,6,17,28,30,55,74,77,79,83,84
Supreme Court Litigation	1,2,8,9,16,38,49,57,58

1

EJ126184 HE506849
Preferential Law School Admissions and the Equal Protection Clause: An Analysis of the Competing Arguments
Redish, Martin H. UCLA Law Review: 22: 2: 343-400 Dec 74
Descriptors: *Higher Education/ *Minority Groups/ *Admission Criteria/ *Racial Discrimination/ *Supreme Court Litigation/ Equal Protection/ Law Schools/ Legal Responsibility
Identifiers: *Affirmative Action/ DeFunis v Odegaard
Examines the DeFunis case and preferential admissions policies, the standard of judicial review in testing these programs under the equal protection clause, the relevance of the educational setting to the scope of judicial review, the goals offered to justify preferential admission, and possible alternative means of accomplishing the goals. (JT)

2

EJ126183 HE506848
Constitutional Law--Equal Protection--*Benign* Discrimination--Minority Admissions Programs--Supreme Court's Response to Preferential Treatment--DeFunis v. Odegaard, 416 U.S. 312 (1974); Kahn v. Shevin, 416 U.S. 351 (1974); Morton v. Mancari, 417 U.S. 535 (1974)
Bloom, Judith Ilene Loyola of Los Angeles Law Review: 8: 191-211 75
Descriptors: *Higher Education/ *Minority Groups/ *Admission Criteria/ *Racial Discrimination/ *Supreme Court Litigation/ Equal Protection/
Identifiers: *Affirmative Action/ DeFunis v Odegaard/ Kahn v Shevin/ Morton v Mancari
Three U.S. Supreme Court rulings on minority preference cases are analyzed with reference to the question of the constitutionality of minority preferential admissions. It is concluded that the Court's unpredictability casts doubt on the validity of minority preference and that special consideration should be given in a racially neutral manner. (JT)

3

EJ121854 UD503664
Puerto Rican Problems in Integration
Integrated Education: 13: 3: 8-10 May-Jun 75
Descriptors: *Puerto Ricans/ *School Integration/ *Employment Opportunities/ *Legal Problems/ Integration Litigation/ Employment Practices/ Government Employees/ Language Handicaps/ Civil Rights
Identifiers: *New York City
The focus of this testimony, presented before a public hearing of the New York City Commission on Human Rights in May 1974, is on the issues that the Puerto Rican Legal Defense Fund has been involved in over the past couple of years; litigation has been pursued against both school segregation and barriers to public employment against Puerto Ricans. (Author/JM)

4

EJ117315 CG508682
The Role of Federal Financial Aid in Equalizing Educational Opportunity
Ross, Jimmy Journal of the National Association of College Admissions Counselors: 19: 4: 13-16 Mar 75
Descriptors: *Equal Education/ *Financial Support/ *Federal Aid/ *Minority Groups/ Educational Finance/ Higher Education/ State Of The Art Reviews
The challenge of realizing equality in education is a great and costly task. The author examines the role of the federal government in this area. (HMV)

5

EJ115289 AA520427
Federal Funds
Carpenter, Iris American Education; 11: 3; 39-40 Apr 75
Descriptors: *Educational Legislation/ *Educational Improvement/ *American Indians/ *Program Descriptions/ *Program Costs/ *Educational Opportunities
Described the Indian Education Act, designed to improve the quality of Indian education while offering programs not usually available in schools Indians attend. (Author/RK)

6

EJ115253 AA520372
Not One Judge's Opinion: Morgan v. Hennigan and the Boston Schools
Abrams, Roger I. Harvard Educational Review; 45; 1; 5-16 75
Descriptors: *Federal Court Litigation/ *Negro Students/ *School Systems/ *School Integration/ *School Policy/ Decision Making/ Board Of Education Policy/ Racial Balance/ Racial Attitudes
In this article, the author, who was one of the plaintiffs' counsel in the litigation of Morgan v. Hennington, examined the factual and legal bases of the federal district court's opinion. (Editor/RK)

7

EJ114700 RC501738
Federal Indian Policy to Undergo Review
Education Journal of the Institute for the Development of Indian Law; 2; 8; 13-15 74
Descriptors: *American Indians/ *Federal Legislation/ *Policy / *Review (Reexamination)/ Federal Government/ Political Power/ Research Committees
Identifiers: *American Indian Policy Review Commission
The Act (Public Law 93-580) which created an American Indian Policy Review Commission is given. (NO)

8

EJ106743 UD503184
Affirmative Action, Quotas, and Inequality
Squires, Gregory D. Journal of Intergroup Relations; 3; 4; 26-37 F 74
Descriptors: *Admission (School)/ *Admission Criteria/ *Supreme Court Litigation/ *Educational Opportunities/ *Minority Groups/ Racial Discrimination/ Social Discrimination/ Public Policy/ College Admission
Argues that equalizing opportunity alone will not bring about equality with respect to the way our society distributes its resources: changing individuals in some fashion without altering social structural relationships will effect a relatively small change in the present unequal distribution of goods and services. (Author/JM)

9

EJ106741 UD503182
Admissions Policies After DeFunis
Busi, Frederick Journal of Intergroup Relations; 3; 4; 13-15 F 74
Descriptors: *Admission (School)/ *Admission Criteria/ *Supreme Court Litigation/ *Minority Groups/ *Political Issues/ Racial Discrimination/ Social Discrimination/ Policy Formation/ Law Schools/ College Admission
Argues that universities, with all their talent and expertise, must modify the means and not the goals of recruitment policy before other cases, with more persuasive evidence, come before the courts. (Author/JM)

10

EJ103046 RC501551

Law Suits Free Indian Education Monies

Education Journal of the Institute for the Development of Indian Law; 1; 7; 11-13 Mar 73

Descriptors: *American Indians/ *Court Litigation/ *Educational Finance/ *Federal Legislation/ Boards of Education / Federal Government/ Financial Needs/ Legal Aid Projects/ Self Directed Groups

Identifiers: *Indian Education Act of 1972/ Native American Rights Fund/ Coalition of Indian Controlled School Boards

In 1973, when it became evident that the Federal Administration was not going to implement the 1972 Indian Education Act or release its funds unless pressure was applied, both the Native American Rights Fund and the Coalition of Indian Controlled School Boards filed suit against the Federal Government. (KM)

11

EJ103045 RC501550

An Indian Education Leader Speaks Out on the Indian Education Act of 1972

Sahmaunt, Herschel Education Journal of the Institute for the Development of Indian Law; 1; 7; 4-10 Mar 73

Descriptors: *American Indians/ *Adult Leaders/ *Educational Legislation/ *Federal Legislation/ Court Litigation/ Financial Support/ Futures (Of Society)/ Program Development/ Speeches/ Self Directed Groups

Identifiers: *Indian Education Act of 1972/ National Indian Education Association

The 1972 Indian Education Act is the first piece of legislation enacted into law that gives Indian people on reservations, in rural settings, and in the cities control over their own education. A brief history of the Act, the past and present struggle for appropriations, lawsuits for Indian education, the struggle for implementation, and the future are discussed. (KM)

12

EJ103044 RC501549

Indian Self-Determination and Education Reform Act of 1973

Education Journal of the Institute for the Development of Indian Law; 1; 6; 3-20 Feb 73

Descriptors: *American Indians/ *Educational Change/ *Federal Legislation/ *Individual Power/ Developmental Programs/ Educational Philosophy/ Laws/ Legal Responsibility/ Program Descriptions/ Self Directed Groups

Identifiers: *Indian Self Determination and Education Reform Act of 1973

The issue summarizes and reviews the Indian Self-Determination and Educational Reform Act of 1973 (S.1017), which was introduced into the Senate at the end of February. Sections cover how a bill becomes law and a summary of S.1017 (including Indians in public schools, professional development, and research and development). (KM)

13

EJ103040 RC501545

Appropriations for an Education Act: An Uphill Swim

Education Journal of the Institute for the Development of Indian Law; 1; 3; 9-15 Oct 72

Descriptors: *American Indians/ *Educational Finance/ *Federal Legislation/ *Federal Aid/ Adult Leaders/ Futures (Of Society)/ Legislators/ Success Factors/ Speeches/ Treaties

Identifiers: *Indian Education Act of 1972

The article discusses the funding of the 1972 Indian Education Act, and the obstacles that almost prevented its passage. The important steps are chronologically reviewed, also including the testimony of Indian leaders and a summary of appropriation requests. (KM)

14

EJ103038 RC501543
A Quick Review of Title IV, P.L. 92-318: *Indian Education Act*
Education Journal of the Institute for the Development of Indian Law; 1: 3: 4-5 Oct 72
Descriptors: *American Indians/ *Educational Opportunities/ *Federal Legislation/ Financial Support/ Laws/ Treaties
Identifiers: *Indian Education Act of 1972

15

EJ103029 RC501534
A Fair Share
Kicking Bird, Kirke Education Journal of the Institute for the Development of Indian Law: 1: 1: 4-13 Aug 72
Descriptors: *American Indians/ *Educational Responsibility/ *Federal Legislation/ *Government Role/ Federal Programs/ Financial Support/ Legislators/ Public Schools/ Politics
Identifiers: *Indian Education Act of 1972/ Office of Education
On June 23, 1972, Congress passed Public Law 92-318 (*The Indian Education Act*) which delegates authority to the U.S. Office of Education (USOE) to make a significant contribution in the area of Indian education. This article explains why OE was not previously involved in Indian education, and gives a general introduction to OE and the act. (KW)

16

EJ098760 UD502987
Supreme Court Ruling on Chinese Children
Integrated Education: 12: 1-2: 33-35 Jan-Apr 74
Descriptors: *Supreme Court Litigation/ *Chinese Americans/ *English (Second Language)/ Minority Group Children/ Educational Opportunities/ English Instruction/ Non English Speaking
Identifiers: *San Francisco/ California/ Lau vs Nichols 1974
Presents the text of a unanimous Supreme Court opinion delivered by Justice Douglas, as well as two separate concurring opinions, which granted non-English speaking Chinese students' petition for relief from unequal and unconstitutional educational opportunities resulting from an absence of English language instruction. (Author/SF)

17

EJ098737 UD502962
Twenty Years After Brown. An Anniversary Look at School Integration
Greider, William; And Others Race Relations Reporter: 5: 9 ; 18-36 May 74
Descriptors: *Negroes/ *School Integration/ *Racial Integration/ *Classroom Integration/ Social Integration/ Racial Discrimination
Identifiers: *Brown vs Board of Education
Consists of 8 articles entitled: (1) Winners and Losers: (2) What the Statistics Say: (3) Northern Integration: (4) Massive Resistance Northern Style: (5) The Case of New York City: (6) As the Students See It: (7) Mississippi Conversations: (8) Reflections on the Past Twenty Years. Each deals with the aftermath of Brown vs. the Board of Education. (SB)

18

EJ095141 EC06093
Lawsuit on the Rights of Handicapped Children
New Outlook for the Blind; 68: 1: 33 Jan 74
Descriptors: *Exceptional Child Education/ *Educationally Disadvantaged/ *Court Cases/ *Equal Education/ Learning Disabilities
Identifiers: *California
A class-action lawsuit has been filed in California on behalf of children identified as educationally handicapped but not given a special program due to a state statute which limits enrollment to two percent of the student population. (DB)

19

EJ095063 RC501434
Response to the House Standing Committee's Recommendations for Indian Education (Watson Report)
Northian: 10: 1: 1-7 W 74
Descriptors: *American Indians/ *Educational Policy/ *Educational Needs/ *Federal Legislation/ Curriculum Enrichment / Government Role/ Program Evaluation
Identifiers: *Federation of Saskatchewan Indians
A total of 17 recommendations concerning the House Standing Committee's Recommendations for American Indian Education are presented, with comments for each from the Federation of Saskatchewan Indians. (FF)

20

EJ094652 EA504842
Legislative Priorities for Vocational Education
Lecht, Leonard A. Inequality in Education: 16: 19-27 Mar 74
Descriptors: *Federal Legislation/ *Vocational Education/ *Handicapped/ *Disadvantaged Youth/ *Federal Aid/ Educational Legislation/ Vocational Schools/ Revenue Sharing/ Secondary Schools
As vocational education legislation comes up for Congressional reconsideration in the next year, the author examines some of the problems with existing laws and programs. (Editor)

21

EJ091420 HE505047
The Constitutional Right to Education: The Quiet Revolution
Dimond, Paul R. Hastings Law Journal: 24: 6: 1087-1128 May 73
Descriptors: *Education/ *Federal Legislation/ *Educational Needs/ *Disadvantaged Youth/ *Educational Objectives
There is a class of largely ignored children for whom the crisis in American education means total noneducation or miseducation. The author examines a limited constitutional right to education which can be invoked to protect these neglected children. (Editor)

22

EJ089449 EA504456
The Renaissance of Indian Education
Rosenfelt, Daniel M. Inequality in Education: 15: 13-22 Nov 73
Descriptors: *American Indians/ *Community Control/ *Citizen Participation/ *Bilingual Education/ *Federal Programs/ Elementary Schools/ Secondary Schools
Identifiers: Indian Schools
Discusses the practical considerations that face Indian communities as they begin to move toward transforming the rhetoric of "Indian control" into the reality of quality education. (Author)

23

EJ081248 AA516173
The Emergency School Aid Act
American Education: 9: 6: 9-11 Jul 73
Descriptors: *Educational Quality/ *Racial Integration/ *Federal Legislation/ *Minority Groups/ School Districts/ Racial Segregation/ Elementary School Students/ Secondary School Students/ Equal Education
Identifiers: *Emergency School Aid Act/ ESAA
A briefing paper sums up the provisions of a new Federal law that offers support to a range of efforts to deal with racial isolation. (Editor)

24

EJ078502 EA503317
Implications of the Serrano and the Rodriguez Cases on the Education of Mexican Americans
Gonzalez, Simon Educational Resources and Techniques; 12: 2: 27-31 Sum 72
Descriptors: *Court Litigation/ *Educational Finance/ *Educational Needs/ *Educational Problems/ *Mexican Americans

25

EJ074607 EA503542
The Case for Extending ESEA
Perkins, Carl D. Compact; 11-13 Feb-Mar 73
Descriptors: *Disadvantaged Youth/ Educational Finance/ *Educational Legislation/ *Federal Aid/ Financial Support/ Handicapped Children/ *Public Schools/ Vocational Education
Identifiers: *Revenue Sharing
Title I is a remarkable success in view of all the administrative problems confronting school systems. (Author/JM)

26

EJ074021 SO501743
Testimony Given Before the California Legislature Joint Committee on The Master Plan for Higher Education
New School of Education Journal: 2; 4.: 77-84 73
Descriptors: Educational Disadvantagement/ *Educational Legislation/ Educational Needs/ *Educational Policy/ *Higher Education/ *Mexican Americans/ *State Programs
Identifiers: Servicio Pedagogico de Aztlan (SEPA)

27

EJ070418 UD501976
Chronicle of Race and Schools
Weinberg, Meyer Integrated Education: 11: 1: 16-27 Jan-Feb 73
Descriptors: *American Indians/ Educational Finance/ *Ethnic Relations/ Federal Aid/ *Integration Litigation/ Integration Methods/ Mexican Americans/ *Political Issues/ School Integration/ *Transfer Programs
A compendium of reports on relevant events on the Federal and State levels covering the period October-November, 1972. (JM)

28

EJ063969 UD501758
Integration: Is it a No Win Policy for Blacks?
Bell, A. Derrick Integrated Education: 10: 5: 32-45 Sep-Oct 72
Descriptors: Black Power/ *Community Control/ Compensatory Education/ *Integration Effects/ *Integration Litigation/ *Negro Education/ Racial Discrimination/ *School Integration/ Student Teacher Relationship/ United States History

29

EJ063968 UD501756
Chronicle of Race and Schools, June-July, 1972
Weinberg, Meyer Integrated Education: 10: 5: 12-23 Sep-Oct 72
Descriptors: Bus Transportation/ *Educational Diagnosis/ Educational Legislation/ Federal Legislation/ *Integration Litigation/ *Mexican Americans/ *Public Opinion/ *School Integration/ Student Transportation

30

EJ045077 UD5C1152
Chronicle of Race and Schools, June-July, 1971
Weinberg, Meyer Integrated Education; 9; 5; 54-64 sep 71
Descriptors: Academic Achievement/ *Educational Finance/ Individual Power/ *Integration Litigation/ *Mexican Americans/ Racial Balance/ Racial Differences/ *School Integration/ Supreme Court Litigation/ *Teacher Employment

31

EJ037084 EA501449
An Educator Looks at Busing
Cooper, Charles R. National Elementary Principal; 50; 5; 26-31 Apr 71
Descriptors: *Bus Transportation/ Civil Rights/ Court Cases/ Cultural Awareness/ Ethnic Distribution/ *Integration Methods/ *Minority Group Children/ School Buses/ *School Integration/ *Supreme Court Litigation
The school bus plays a central role in helping this country achieve its social and educational goals. (Author)

32

ED120313 UD015898
Federal Concern for Equality of Education Opportunity: Some Historical Indications.
Pemberton, S. Macpherson
National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: 31 Jan 74 Note: 35p.

Descriptors: American History/ *Disadvantaged Groups/ Economically Disadvantaged/ Educational Legislation/ *Educationally Disadvantaged/ *Equal Education/ Equalization Aid/ Equal Opportunities (Jobs)/ *Federal Aid/ Federal Government/ *Federal Legislation/ Federal Programs/ Financial Policy/ Minority Group Children
Identifiers: NIE Archives
Historical notes on national interest in the problem of educational inequality as well as a tracing of the initially gradual and then intensified Federal involvement with equal educational opportunity comprise the focus of this paper. The concept and various definitions of equal educational opportunity are also discussed. Section headings include: the earliest attempts (18th/19th centuries); the early challenge to the States; toward Federal consideration of equality of educational opportunity; the thrust of the 1959's; the 1960's toward greater Federal involvement; desegregation and equality of educational opportunity; development of the concept of equal educational opportunity; the search for a workable definition of equality of educational opportunity; and the three goals that should be adopted in the effort to achieve equality of educational opportunity (equal access to educational resources and elimination of fiscal discrimination, equality of educational benefits or outcomes among ethnic groups, and economic equality among ethnic groups in society). Efforts to eliminate inequalities in educational opportunity are considered to have produced some social mobility. There is deemed to be evidence of reasonable correlation between educational attainment and economic opportunity. A concerted attack to be conducted on both economic inequality and the inequalities in the educational systems is urged. (Author/AM)

33

ED119929 RC009073
A Compilation of Laws Pertaining to Indians. State of Maine. January 1974.
Maine State Dept. of Indian Affairs, Augusta.
Publ. Date: Jan 74 Note: 70p.; For related document, see ED 076 281

Descriptors: *American Indians/ *Education/ *Elections/ Forestry/ Health/ Housing/ *Laws/ Legislators/ Motor Vehicles/ Nonreservation American Indians/ Road Construction/ State Agencies/ *State Legislation/ Treaties
Identifiers: *Maine/ Passamaquoddys/ Penobscots
Compiled from the Maine Revised Statutes of 1964 (including amendments through 1973), the Constitution of Maine, and the current Resolves and Private and Special Laws, this compilation of laws pertaining to American Indians includes statutes relative to the following: (1) Constitution of Maine (bond issues; guaranteed loans for Indian housing; qualifications of voters); (2) Department of Indian Affairs; (3) Education (scholarships; reservation schools and school committees); (4) Elections (apportionment of Indian voting districts--state senators and representatives; state, county and Federal; tribal--Passamaquoddy and Penobscot; voting rights); (5) Fish and Game (free licenses; hunting and trapping, tribal ordinances re hunting, fishing, and trapping); (6) Forestry (duties of foresters); (7) Health and Welfare (destitute--Passamaquoddy, Penobscot, and non-tribal members); (8) Highway (reservation roads and bridges); (9) Housing Authorities; (10) Indians (Indians and tribes generally; Passamaquoddy; Penobscot); (11) Legislature: Indian Representatives (election of Passamaquoddy and Penobscot; general provisions; special license plates); (12) Miscellaneous Provisions (dogs: Off-Reservation Office of Indian Development; ordinances; Penobscot Baptist Church; public dump--Indian Township; zoning); (13) Motor Vehicles (excise taxes and trailers); (14) Treaties and Act of Separation. (JC)

34

ED117285 UD015705
Consent Decree in Aspira et al., Plaintiffs vs Board of Education of the City of New York, et al., Defendants.
New York City Board of Education, Brooklyn, N.Y.
Publ. Date: 30 Aug 74 Note: 32p.; Parts of this document may not be clearly legible due to the print quality of the original document

Descriptors: *Bilingual Education/ Bilingual Students/ *Court Litigation/ Culturally Disadvantaged/ Educationally Disadvantaged/ *Educational Needs/ Educational Policy/ English (Second Language)/ Equal Education/ Minority Group Children/ Non English Speaking/ Social Discrimination/ Social Integration / Socially Disadvantaged/ *Spanish Speaking/ Text
Identifiers: *Aspira v Board of Education/ New York (Manhattan)
This document contains a press release and consent decree dealing with establishing city wide basic elements in the education of children whose functional language is Spanish. The major elements of this agreement extend on a city-wide level the best practices that are currently being attempted and implemented for target children in the New York City schools. Certain provisions of the agreement specify the class of children entitled to the full program: that is, those whose language deficiency prevents them from participating in the learning process and who can more effectively participate in Spanish. An improved method of identifying and classifying children who are Spanish speaking or Spanish surnamed is also being developed. The elements of the program that are to be provided in full by September 1975 are: (a) intensive instruction in English; (b) instruction in subject areas in Spanish; and, (c) the reinforcement of the pupils' use of Spanish and reading comprehension in Spanish where a need is indicated. Additionally, and not at the expense of these three elements, these students are to spend maximum time with other children as to avoid isolation and segregation from their peers. The basic program will be operable in a number of schools which will set up pilot programs by February, 1975. (Author/AM)

35

ED117211 UD015536
Laws, Ruling Se: Bases for Bilingual Programming.
Aquila, Frank
Kent State Univ., Ohio. Center for Educational Development and Strategic Services.
Publ. Date: Jun 75 Note: 3p.; Article appeared in KEDS Annual Report, v2 n4 Jun 1975

Descriptors: Asian Americans/ Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Schools/ Bilingual Stucents/ Civil Rights Legislation/ *Court Litigation/ Discriminatory Legislation/ *Educational Legislation/ *Educational Policy/ *Minority Group Children/ Puerto Ricans
Identifiers: Aspira et al v Board of Education City of New York/ Civil Rights Act 1964 Title VI/ Four Point Memorandum/ Lau v Nichols/ Serna v Portales
This document provides a detailed discussion of two laws and three court cases affecting the education of non-English speaking children. Title VI of the Civil Rights Act of 1964 addresses equal education opportunities for all Americans. The Four Point Memorandum issued by the Department of Health, Education and Welfare specifically deals with discrimination and denial of services on the basis of national origin. The Lau vs. Nichols legal case was filed in San Francisco to protect the rights of Chinese speaking students who were not receiving adequate education because of their ability to speak English. This landmark case in the movement for equal educational opportunity for non-English speaking people considered to have spurred bilingual education programming. The Serna vs. Portales case continued the push for bilingual education by directing its efforts to Spanish-speaking persons in New Mexico. A court evaluation of the merits of bilingual/bicultural education concluded that (1) bilingual education was the best of meeting the needs of the Spanish-speaking children, and (2) ordered an expansion of these services. The Aspira vs. the Board of Education case was brought to court in the interests of youngsters born in Puerto Rico or recent adult immigrants who are also parents. The Aspira decision led to a consent decree signed by both parties to provide bilingual programming for New York City children needing help in language. (Author/AM)

36

ED117202 UD015584
Plaintiffs' First Set of Interrogatories...Rosa Maria Rios, et al., Against Henry P. Read, et al., Defendants.
District Court, New York, N.Y. Eastern District of New York.
Publ. Date: 11 Jun 75 Note: 89p.

Descriptors: Bilingual Teachers/ Educational Finance/ Educational Needs/ *Educational Opportunities/ English (Second Language)/ *Federal Court Litigation/ Language Handicaps/ Minority Groups/ Personnel Policy/ *Public Schools/ *Spanish Speaking/ Special Programs/ Standardized Tests/ Student Placement
Identifiers: New York (Medford)/ New York (Patchogue)/ *Patchogue Medford Public Schools
The plaintiffs in the case Rosa Maria Rios, et al., against Henry P. Read, et al., in the United States District Court for the Eastern District of New York, involving the Patchogue-Medford School District public schools, were presented with 200 questions, organized into twelve sections dealing respectively with general enrollment data, standardized testing, special courses and/or programs, students with English language deficiencies, class placement, truancy, dropouts, graduate data, instructional and other staff fluent in Spanish, personnel licensing, funding sources, and plaintiff data. This document lists the 200 questions (or interrogatories) to be responded to within 30 days after service of notice. (Author/JM)

37

ED116722 95 JC750040
Report of the Florida Public Community College Equal Access/Equal Opportunity Consulting Team.
Gibson, Juanita M.; And Others
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Publ. Date: Sep 74 Note: 205p.

Descriptors: *Affirmative Action/ Civil Rights/ College Environment/ *College Integration/ Court Litigation/ Data Collection/ Delivery Systems/ Educational Alternatives/ *Equal Education/ Equal Opportunities (Jobs)/ Group Intelligence Tests / *Junior Colleges/ *Minority Groups/ Minority Group Teachers/ Negroes/ Recruitment/ School Holding Power
Identifiers: Civil Rights Act 1964 Title IV/ *Florida
This report presents the findings and recommendations of a consulting team dedicated to helping the Florida Division of Community Colleges achieve its goal of enrolling and employing Blacks and other minorities in approximate proportion to the 18- to 64-year-old population of the State by 1980. This report includes: (1) a detailed description of a data system designed to collect the information on attrition and retention needed to monitor progress toward this goal; (2) a discussion of methods of developing alternative instructional delivery systems for ensuring successful learning by minority students; (3) a review of testing as a screening and diagnostic device, accompanied by recommendations that group or standardized tests yielding IQ scores be discontinued for use in the community colleges of Florida and that student advisors be urged to utilize other tools to assess student potential; (4) discussions of the elements of an optimum human relations atmosphere at community colleges and methods of improving campus life and career awareness for minority students; (5) descriptions of methods of recruiting and retaining minority faculty, professional staff, and students; and (6) a review of court cases relating to Title IV of the Civil Rights Act of 1964 and their implications for Florida's community colleges. (DC)

38

ED116457 FL007260
The Lau v. Nichols Supreme Court Decision of 1974. Testimony of Edward H. Steinman before the Committee on Ways and Means of the California State Assembly. CATESOL Occasional Papers, No. 2, Fall, 1975.
Steinman, Edward H.
California Association of Teachers of English to Speakers of Other Languages.
Publ. Date: 10 Dec 74 Note: 14p.

Descriptors: *Bilingual Education/ Bilingual Teachers/ Chinese/ *Chinese Americans/ Civil Rights/ *Educational Discrimination/ Educational Legislation/ Educational Policy/ English (Second Language)/ *Equal Education/ Language Instruction/ Language Planning/ Second Language Learning/ *Supreme Court Litigation
Identifiers: *Lau v Nichols
This document reviews the arguments and the ruling in the Lau v. Nichols case, and the general legal foundation for bilingual education. On March 25, 1970, a suit was filed by 13 non-English-speaking Chinese students in the District Court in San Francisco, on behalf of nearly 3,000 Chinese-speaking students, against the San Francisco Unified School District. The complaints were: (1) non-English-speaking students were being denied their rights to education because they couldn't function in the medium of instruction; and (2) these students were being doomed to becoming dropouts, and to unemployment, as a result of their language problems. Basic issues were whether the San Francisco school district should be required to provide special instruction in English, and whether instruction should be handled by bilingual Chinese-speaking teachers. While the school district and the federal court argued that the school district had no responsibility to rectify the situation, the Supreme Court ruled that the failure of the school system to provide English-language instruction to non-English-speaking students constitutes denial of opportunity to participate in the educational program. Furthermore, it was recognized both at the federal and state level that to be effective, the instruction must be bilingual. (CLK)

39

ED114444 UD015486
Mandatory Busing and Minority Student Achievement: New Evidence and Negative Results.
Felice, Lawrence G.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-6-72-0739-(509)
Publ. Date: Mar 75 Note: 21p.; Paper presented at the Southwestern Sociological Association Annual Meeting (San Antonio, Texas, March 26-29, 1975); Nine pages of tabulated appendices and a bibliography have been deleted from this document due to print size in the original document

Descriptors: *Academic Achievement/ Academic Failure/ *Bus Transportation/ Comparative Analysis/ Court Litigation/ Disadvantaged Youth/ Equal Education/ Integration Effects/ Integration Litigation/ *Integration Methods/ Integration Studies/ Longitudinal Studies/ *Minority Group Children/ Negative Attitudes/ Negro Attitudes/ Racial Attitudes/ Racial Integration/ School Integration
Identifiers: *Texas (Waco)
This study evaluates the effects of busing on the subsequent achievement performance of bused black students. Differences in achievement gains or losses are hypothesized as being both a function of bused students attitudes toward busing and desegregation and of the interracial climate of acceptance in the receiving schools. Findings from data gathered by various statistical analyses indicate that the achievement performance of bused black students after the two year period of busing is significantly lower than that of the non-bused black students. In two years, bused black students are said to have advanced an average of only one month in grade placement. School interracial climate and student attitudes are considered to account for the significantly lower achievement performance of the bused students. The major conclusion of this study is that mandatory busing to desegregate schools in communities with great resistance to busing may serve to weaken the achievement performance of the bused minority student. (Author/AM)

40

ED114218 RC008837
The American Indians: Answers to 101 Questions.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Publ. Date: Jun 74 Note: 72p.; For related document, see ED 025 353
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2402-00040, $1.25)

Descriptors: *American Indians/ Bibliographies/ Definitions/ *Elementary Secondary Education/ *Federal Legislation/ Health/ Higher Education/ Information Sources/ Land Acquisition/ Land Use/ Laws/ Publications/ *Reservations (Indian)/ *Socioeconomic Status
Identifiers: BIA/ *Bureau of Indian Affairs
Presented in a simple and straightforward manner, this publication answers questions basic to an understanding of the American Indian and his socioeconomic position in the United States. The following identify major areas covered and representative questions: (1) The Indian People (Who is an Indian?); (2) The Legal Status of Indians (Are Indians "wards" of the Government?); (3) The Bureau of Indian Affairs (How is the Commissioner of Indian Affairs appointed?); (4) Indian Lands (What is an Indian reservation?); (5) The Economic Status of Indians (What is the average income of Indians?); (6) Indian Education (Why are there Federal Indian schools?); (7) Law and Order on the Reservations (Do other agencies have responsibility for law enforcement and criminal investigation on Indian reservations?); (8) Indian Health (Do Indians have special health problems?); (9) To Help Indians (How can a non-Indian college student get a summer job with the Bureau of Indian Affairs on an Indian reservation?). Among additional information sources presented are: (1) a selected bibliography for adults; (2) an annotated bibliography for young people; (3) a selected reading list on Indian crafts and lore; (4) a list of Indian museums; and (5) a list of Indian publications. (JC)

42

ED113070# 95 RC008775
Testing, Evaluation and the Indian Education Act of 1972.
Heath, Robert W.; Nielson, Mark A
American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Contract No.: OE-0-73-7094
Publ. Date: 74 Note: 39p.; For related documents, see RC 008 769-774, 775-803

Available from: Not available separately, see RC 008 772. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)
Document Not Available from EDRS
Descriptors: *American Indians/ Criterion Referenced Tests/ *Cultural Differences/ Cultural Pluralism/ Culture Free Tests/ Economically Disadvantaged/ *Educational Legislation/ Elementary Secondary Education/ *Evaluation Criteria/ Multilingualism/ Norm Referenced Tests/ *Policy Formation/ Program Evaluation
Identifiers: *Indian Education Act 1972/ Indianization
The history of testing and evaluation in Indian education has been less than satisfactory since achievement and intelligence testing instruments traditionally have been norm-referenced, rather than criterion-referenced, and have not accounted for cultural differences. The Indian Education Act of 1972 provides for Indian involvement in the evaluation of Federal Indian education programs. Sound testing and evaluation procedures should make provision for validity, reliability, and practicality, while useful program evaluations should include (1) tangible criteria; (2) accurate and relevant information; (3) an evaluation plan; (4) a program description; (5) able and cooperative people; and (6) use of and reports of the results. Issues critical to policy information under the Act should include consideration of: (1) pluralism; (2) multilingualism; (3) poverty; and (4) cultural differences. Position statements on the evaluation of Indian education programs are proposed as follows: (1) the authority for external evaluation should be exercised by local Indian communities; (2) use of norm-referenced standardized achievement and IQ tests should be discouraged; (3) an evaluation review panel should be organized to review projects and applications for adequacy of evaluation plans and degree of community participation in evaluation. (NO)

43

ED111572 RC008753
Educator-Lawyer Conference Report (Albuquerque, New Mexico, October 17, 1973).
Casso, Henry J., Comp.; Esquibel, Antonio, Comp.
National Education Task Force de la Raza, Albuquerque, N. Mex.
Publ. Date: 17 Oct 73 Note: 15p.

Descriptors: Bilingual Education/ Change Strategies/ *Conference Reports/ Court Litigation/ Data Bases/ *Equal Education/ *Lawyers/ Legal Aid/ Mexican Americans/ *Minority Groups/ Puerto Ricans/ Summative Evaluation/ *Teachers
Identifiers: New Mexico (Albuquerque)
Sponsored by the National Task Force de la Raza, the conference was attended by prominent lawyers and educators from throughout the United States. The conference was an "exploratory" or "brainstorming" session, designed to identify key issues and to lay the groundwork for techniques and strategy of dealing with various problems. Purpose of the conference was to: (1) review various legal, administrative, and legislative actions having serious implications on the concept of quality and equal education for the culturally and linguistically distinct child; (2) assess the implications and impact of activities and trends against Equal Educational Opportunity for minority groups, particularly the Mexican American and the Puerto Rican; and (3) identify lines of legal and education action and strategy needed to combat such alleged discriminatory practices. This report summarizes the key concerns, issues, actions, and recommendations of the participants. Topics summarized are: general myths to be combatted; educator-lawyer interface needs; data base system; bilingual bicultural dichotomy; equal access vs equal benefits; compensatory assumption; the Lau Case and its implications; and the tangential suggestions. (NO)

44

ED111553 95 RC008734
The Indian Education Act of 1972 -- A Brief History, Analysis, Issues and Outlook.
CPI Associates, Inc., Washington, D.C.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Publ. Date: 15 Nov 73 Note: 104p.

Descriptors: *American Indians/ Birth Rate/ Community Role/ Demography/ Dropout Rate/ *Educational Legislation/ *Educational Problems/ Financial Support/ Futures (of Society)/ Health/ *History/ *Program Planning
Identifiers: *Indian Education Act 1972
Analyzing the Indian Education Act of 1972, this report presents both historical background and future projections relative to the Act. The history of the Act is presented in terms of discussion on: (1) Legislative Preparation; (2) Hearings; (3) Drafting and Passing the Bill; (4) Appropriating Funds; (5) Rescinded Funds; and (6) Funding for 1973. Analysis of the Act is presented as follows: (1) Discussion of Parts A-E; (2) Purpose and Policy of the Advisory Council (Forming the Office of Indian Education and Funding Initial Grants); (3) The Long-Run Promise of the Act (Entitlement); and (4) The Outlook for Fiscal 1974 (Funding, Program Direction and Priorities, and Issues to be Resolved,. Presentation of future projections relative to the Act include sections on the following: (1) Characteristics of the Native American Population (Languages, Participation in the Economy, Health and Longevity, Birth Rate, Infant Mortality, Adult Causes of Death, Communicable Diseases, Age Composition and Life Expectancy); (2) Historical Background of Indian Education; (3) Indian Participation in the Educational System (Retention and Dropout Rates, The Quality of Education, Achievement Measures, Special Problems, and Ability vs Achievement); (4) Planning Priorities (A Planning Point Checklist); and (5) Role of the Indian Community (United Action). (JC)

45

ED111542# RC008722
An Economic and Political Analysis of Bilingual Bicultural Education Legislation at the Federal Level.
Gonzales, Tobias
Chicano Fellows, Stanford, Calif.
Publ. Date: 75 Note: 16p.; For related documents, see RC 008 720-721, RC 008 723-724
Available from: Not available separately, see RC 008 720
Document Not Available from EDRS
Descriptors: Biculturalism/ *Bilingual Education/ *Educational Finance/ *Educational Legislation/ *Federal Government/ *Mexican Americans/ Personnel/ Policy Formation/ Politics
The Bilingual Act first became law as a part of the Elementary and Secondary Education Amendments of 1967. At that time Congress appropriated $7 1/2 million for Bilingual Education programs. In 1974 according to "Education Daily" nearly $60 million will be spent. This paper makes an economic and political analysis of current Bilingual legislation and funding at the Federal level. Recommendations on policy and budget for the 1975-76 school year are also made. Divided into 5 major areas, the paper discusses: (1) the key issues behind Bilingual Education, (2) the merits and drawbacks of current legislation, (3) relevant studies that are significant for Bilingual programs, (4) positions of various powerful voting groups, and (5) recommendations for future policy and funding. (Author/NQ)

46

ED108322 95 EA007238
Inequalities in Educational Resources: Their Impact on Minorities and the Poor in Texas and California. Final Report.
Brischetto, Robert, Arciniega, Tomas A.
Our Lady of the Lake Coll., San Antonio, Tex.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Bureau No.: BR-3-2064
Grant No.: NE-C-00-3-0062
Publ. Date: Nov 74 Note: 183p.; Best copy available

Descriptors: Community Influence/ *Court Litigation/ Economic Disadvantagement/ Educational Equality/ Educational Finance/ Educational Resources/ Elementary Secondary Education/ *Equal Education/ Equal Protection/ *Finance Reform/ Fiscal Capacity/ *Mexican Americans/ Minority Groups/ *Negroes/ Nondiscriminatory Education/ Property Taxes/ School District Spending/ Tax Effort/ Tax Rates
Identifiers: California/ Rodriguez/ Serrano vs Priest/ *Texas
This research effort examines inequalities in educational input resources among school systems in Texas and California in light of the Rodriguez and Serrano court cases. Low-income families in both states were found to be in districts of low per-pupil-Expenditures and inferior educational services primarily because they are located in districts with low property valuations. Mexican-American pupils in Texas tend to be ethnically isolated in low-wealth districts and have fewer educational resources available to them than do Anglo pupils. Important differences were found between Texas and California in regard to ethnic isolation. Since Mexican-American pupils in California are not concentrated in precominantly ethnic districts, not much interethnic disparity in the distribution of educational resources among districts was found. Black pupils in both Texas and California are concentrated in large urban centers where expenditures are generally at or above the state average. These findings, however, do not take into consideration cost differentials between urban and nonurban areas and municipal overburden. The hypothesis that black pupils in large urban districts are disadvantaged by intradistrict inequalities is offered for further research. (Author/IRT)

47

ED107399 95 RC008527
So That All Indian Children Will Have Equal Educational Opportunity. Volume 2. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.
ACKCO, Inc., Boulder, Colo.
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Small Business Administration, Washington, D.C.
Publ. Date: Sep 74 Note: 300p.

Descriptors: Administrative Agencies/ Agency Role/ *American Indians/ Attitudes/ *Educational Assessment/ Educational Equality/ *Educational Legislation/ *Federal Programs/ Financial Policy/ Management/ Parent School Relationship/ Program Effectiveness/ *Relevance (Education)/ Tables (Data)
Volume 2 of a 3-volume report presents the major findings and discussions of ACKCO, Inc.'s legislative review and empirical research of the Impact-Aid Program, Johnson-O'Malley (JOM) Program, Indian Education Act, and Elementary and Secondary Education Act Title I. The empirical findings, which form the basis for most of the conclusions and recommendations, are from the fiscal, management, and program studies. Among these findings are: (1) Indian children are not receiving an adequate share of Title I funds to meet their needs; (2) the JOM Act had not been used as extensively as it could and should be due to the BIA's interpretation of the Act; (3) a great difference existed in the money appropriated for BIA education and the money actually spent per pupil in BIA schools; and (4) existing methods of school financing have neither assured that Indian children receive an equalized per pupil expenditure nor that they are provided an adequate basic education program. Recommendations are also given for Titles I and IV, P.L. 874, JOM, and the SEA. Results of the surveys of parent advisory committees and of business community attitudes toward the educational program are also included. A discussion is presented on the degree of success of these programs in meeting the Indian educational needs. (NQ)

48

ED107398 95 RC008526
So That All Indian Children Will Have Equal Educational Opportunity. Volume 1. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.
ACKCO, Inc., Boulder, Colo.
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Small Business Administration, Washington, D.C.
Contract No.: OEC-0-74-2089
Publ. Date: Sep 74 Note: 231p.

Descriptors: *American Indians/ Community Involvement/ *Educational Assessment/ Educational Equality/ Educational Finance/ *Educational Legislation/ *Federal Programs/ Financial Policy/ Futures (of Society)/ History/ Individual Power/ Management/ *Relevance (Education)/ Socioeconomic Influences
The House Committee on Appropriations requested the U.S. Office of Education (USOE) and the Bureau of Indian Affairs (BIA) to review the: Impact-Aid Program, Johnson-O'Malley Program, Indian Education Act, and Elementary and Secondary Education Act Title I. ACKCO, Inc. a private Indian-owned professional service firm, was contracted to examine these major educational programs which provides funds for the education of American Indian children in public schools and to recommend changes so that all Indian children will have an equal educational opportunity. The programs were viewed from four different perspectives: (1) legislative--history, intent, and implementation; (2) management--capabilities of the respective agencies handling these programs; (3) fiscal--compliance with rules and regulations, accounting procedures, and relationships of Federal, State, and local funding sources; and (4) the program--attitudes of parent advisory council members, administrators, and teachers toward program success, emphasis, and relevance. The final report is contained in 3 volumes. Volume 1 covers: (1) the study's background, purpose, organization, and procedures; (2) the basic issues in education with respect to educational effectiveness, community participation, school finance, and management in education; and (3) the past, present, and future of Indian education. (NQ)

49

ED105720 FL006334
Equal Protection for Non-English-Speaking School Children: Lau v. Nichols.
Sugarman, Stephen D.; Widess, Ellen G.
Publ. Date: Jan 74 Note: 27p.
Available from: Fred B. Rothman & Co., 57 Leuning Street, South Hackensack, New Jersey 07606

Descriptors: *Asian Americans/ *Bilingual Education/ Bilingual Schools/ *Educational Legislation/ Educationally Disadvantaged/ English (Second Language)/ *Equal Education/ Equal Protection/ Ethnic Groups/ Language Handicapped/ Minority Groups/ Non English Speaking/ *Supreme Court Litigation
This is a commentary on Lau v. Nichols, in which the issue is stated as the constitutional right of non-English-speaking children to a meaningful public education. The principal legal argument of the plaintiffs is that the San Francisco school district's "English-only" policy denies them equal protection of the laws by placing non-English-speaking students in an educational environment not designed to educate them. Considerations are offered as to the manner in which various equal protection doctrines may be applied by the Supreme Court in this case. Decisions affecting educational discrimination against blacks are cited, as well as other decisions dealing with educational discrimination and constitutional rights. Consideration is also given to legal theories to which the plaintiff may have recourse. It is concluded that the argument that the English-only policy violates the Civil Rights Act of 1965 may be an alternative to the equal protection approach. The commentary concentrates on these underlying issues and policy considerations: (1) whether non-English-speaking children need judicial help; (2) what the extent and nature of the harm is; (3) reasons for the English-only policy; and (4) whether the problem is judicially manageable. It is noted that in the event of a victory in Lau, problems may arise in the form of efforts to circumvent the ruling or opposition from ethnic groups interested in ethnic culture preservation. (AM)

50

ED105553 EA006936

The New Americans Education and Employment Assistance Act. Hearing Before the Subcommittee on Equal Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, Second Session on H.R. 9895.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Publ. Date: 74 Note: 208p.; Bill To Provide Federal Programs of Educational, Employment, and Other Assistance to Areas with Heavy Concentrations of Foreign Born Persons

HC Not Available from EDRS.

Descriptors: *Equal Education/ *Equal Opportunities (Jobs)/ Ethnic Groups/ *Federal Legislation/ *Federal Programs/ Financial Support/ Food/ Government Role/ Health Needs/ Housing / *Immigrants

The New Americans Education and Employment Assistance Act (H.R. 9895) is a bill to provide federal programs of education, employment, and other assistance to areas with heavy concentrations of foreign-born persons. Assistance is needed to provide adequate education, to create employment opportunities, and to alleviate food, housing, and health needs. Funds will alleviate financial strain on cities where great numbers of newly arrived foreign-born people reside. Testimony from a wide variety of ethnic and immigrant groups interested in this bill is reprinted here. (Author/DW)

51

ED104557 PS007789

Compensatory Education: Some Research Issues.

Rotberg, Iris C.; Wolf, Alison

National Inst. of Education (DHEW), Washington, D.C. Office of Educational Equity.

Publ. Date: 8 Nov 74 Note: 66p.

Descriptors: *Compensatory Education/ Delivery Systems/ *Educationally Disadvantaged/ *Federal Legislation/ Federal Programs/ Financial Support/ *Guidelines/ Program Evaluation/ Research Needs/ *State Federal Support

Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I

This paper identifies various key aspects of the history and administration of federal compensatory education, describes the problems and issues associated with these, and suggests some ways in which research might help further program goals. It is intended as a discussion paper designed to highlight some crucial target areas for a major study of compensatory education to be conducted by the National Institute of Education, in accordance with a provision of the Education Amendments of 1974. The paper contains four chapters. The first chapter describes very briefly the background of the study, the original purposes of Title I, and the way in which its administration was conceived. It also identifies the main issues with which legislators and program administrators must be concerned. The following three chapters then deal with these issues in more detail under the headings of: Resource Distribution, Categorical Aid and School Organization, and Effects of Compensatory Programs on Children. Emphasis throughout is on federal programs, and specifically, on Part A of Title I. An attempt is made to distinguish between those areas which are researchable, and those which are not; that is, between questions of fact and value decisions, even though the latter may be informed by findings on cost, efficiency, and consequences. (Author/CS)

52

ED103166# RC008392

The Legality of Chicano Education.

Floca, Kathryn Priscilla Haines

Publ. Date: Dec 71 Note: 200p.; Master's Thesis, University of Texas at Austin

Available from: Inter-Library Loan, University of Texas, Austin, Texas 78712

Document Not Available from EDRS.

Descriptors: Bilingual Education/ Civil Rights/ *Court Litigation/ *Discriminatory Legislation/ *Educational Legislation/ Elementary Secondary Education/ Federal Legislation/ *History/ Language Usage/ Legal Segregation/ Masters Theses/ *Mexican Americans/ Racism/ State Legislation

Identifiers: Chicanos/ *Texas

The thesis briefly analyzed the laws of the State of Texas and of the United States which directly affect the education of Texas Mexican Americans. The legal-political history of "Chicano" education in Texas was traced from the signing of the Treaty of Guadalupe Hidalgo in 1848 to August 1971. The educational "problems" of Mexican Americans were examined in light of their solutions as sought through legislative and judicial action. Most of the legislation discussed dealt with the use of the Spanish language in the schools and with bilingual education. Data were gathered from: (1) legal documents obtained from various court and law clerks and (2) parliamentary journals for both the House and Senate. Eight court cases involving Mexican American students and Texas schools were discussed: (1) Salvatierra vs the Del Rio Independent School District (I.S.D.); (2) Delgado Case; (3) Hernandez vs Driscoll Consolidated; (4) Pete Hernandez vs the State of Texas; (5) Ross vs Houston I.S.D.; (6) Perez vs Sonora I.S.D.; (7) Cisneros vs Corpus Christi I.S.D.; and (8) Good Neighbor Policy vs Class Apart Theory. Some of the topics discussed are: segregation, educational politics, private and parochial schools, compulsory school attendance, the Federal government's role, the economy, and adult education. (NQ)

53

ED103164# RC008390

Indian Education, Office of Education, Hearings Before the Subcommittee on Department of the Interior and Related Agencies.

Congress of the U.S., Washington, D.C. House Committee on Appropriations.

Publ. Date: 74 Note: 55p.; For related documents, see RC 008 388-391

Available from: Not available separately, see RC 008 388

Document Not Available from EDRS.

Descriptors: Academic Education/ Adult Education/ *American Indians/ *Budgeting/ *Educational Legislation/ Elementary Secondary Education/ Federal Legislation/ *Federal Programs/ Higher Education/ Program Administration/ Program Budgeting/ *Resource Allocations

Identifiers: *Indian Education Act

The proposed fiscal year (FY) 1975 budget for American Indian education for the Office of Education requests $42 million (the same amount provided in FY 1974) for the Indian Education Act. Of this total, $32 million is to be focused on special demonstration projects for Indian children and $9 million on special projects for Indian adults. These funds will also be used to: (1) train Indian teachers and administrators, (2) test the effectiveness of various approaches to the delivery of educational services, (3) develop and test various community school approaches, (4) develop approaches to early childhood education and techniques which stress remedial basic skills, and (5) support the National Advisory Council on Indian Education and the Office of Indian Education. On February 27, 1974, the Subcommittee on Department of the Interior and Related Agencies on the House Committee on Appropriations met to hear testimony on the 1975 budget request for the Indian Education Act program in the Office of Education. Witnesses were the U.S. Commissioner of Education, Acting Deputy Commissioner for Indian Education, Planning Officer and Program Managers for the Office for Indian Education, Acting Budget Officer of the Office of Education, and Budget Analyst of the Office of Education. (NQ)

54

ED099460 UD014698

Parents' Committee of Public School No. 19, et al., Plantiffs, Against Community School Board of Community Board District No. 14 of the City of New York, et al., Defendants. . . Notice of Motion for Preliminary Injunction, Complete with Affidavits; and Memorandum in Support of Motion for Preliminary Injunction.

District Court, New York, N.Y. Eastern District of New York.

Publ. Date: Aug 74 Note: 116p.; Reproduced from the best available copy: parts of this document may not be clearly legible due to the quality of print of the original

Descriptors: Boards of Education/ Court Cases/ *Educational Opportunities/ *Elementary School Students/ Equal Education/ *Federal Court Litigation/ Governance/ Governing Boards/ Parent Participation/ Puerto Ricans/ School Administration/ School Community Relationship/ School Districts/ *Spanish Speaking

Identifiers: Community School Board 14/ New York/ *New York City

The plaintiffs are some 30 Puerto Rican and Hispanic parents and their 57 minor children who attend Public School 19 (hereinafter P.S. 19) in Brooklyn. The defendants are the members of the Community District School Board Number 14 and of the New York City Board of Education. The Community Superintendent William Rogers and Chancellor Irving Anker are also defendants. The complaint charges defendants with discriminatorily denying plantiffs an equal educational opportunity. Defendants have continually maintained split-session classes at P.S. 19 since the 1961-1962 school year. The maintenance of these classes has caused plaintiffs to lose one hour a day of education or effectively a day a week of instruction. In response to the filing of this lawsuit, six defendant members of the Community School Board passed a resolution calling for the transfer of some of the fourth and all of the fifth grade classes to Public School 122. If defendants' plan is not enjoined, plantiffs will attend three separate elementary schools in three separate neighborhoods before entering seventh grade in a junior high school. The educators who have submitted affidavits to the Court all attest to the serious and irreparable harm that will result if the transfer is not enjoined. On June 12, 1974 the parents at P.S. 19 voted almost unanimously against the transfer. The parents favor use of the Community School District offices. (Author/JM)

55

ED095247# UD014519

The Education of Black People in Florida.

Scott, J. Irving E.

Publ. Date: 74 Note: 145p.

Available from: Dorrance & Co., 1617 J.F. Kennedy Boulevard, Philadelphia, Pennsylvania 19103 ($5.95, cloth)

Document Not Available from EDRS.

Descriptors: *Educational History/ Educational Needs/ Educational Policy/ Educational Problems/ Integration Effects/ Integration Litigation/ *Negro Education/ Negro Students/ Private Financial Support/ Public Policy/ *Racial Discrimination/ *School Integration/ School Segregation/ State Government

Identifiers: *Florida

The contents of this book are organized into 10 chapters. Chapter 1 outlines the "Legal Background for Negro Schools in Florida." Chapter 2, "Early Neglect," discusses the establishment of the double-school system, focusing on the situation in Duval County. Chapter 3, "Philanthropic Groups," briefly discusses some active foundations and funds: Chapter 4, "Observation in Early Elementary School," discusses studies made between 1928 and 1952. Chapter 5 discusses the "Early Development of Secondary Schools for Negroes." Chapter 6 discusses "Development of Higher Education for Negroes in Florida." Chapter 7 focuses on "The Fight for Equal Salaries," arguing that the fight was foced on the Negro teachers because of the unreasonableness of local superintendents and school boards. Chapter 8 discusses "Negroes in the State Department of Education." Chapter 9, "School Integration," discusses developments since the 1954 Supreme Court decision, including the results of a survey of 67 county superintendents. Chapter 10, "Hopeful Points in Integration," demonstrates that integration has brought better school buildings and superior equipment, not only to black children but to many white children. (Author/JM)

56

ED094899 RC008034

Assistance to Indians Enrolled in Public Schools. Johnson-O'Malley Regulations. A Progress Report. Research and Evaluation Report Series No. 15-A.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Publ. Date: Jul 74 Note: 90p.

Descriptors: Administrative Change/ *American Indians/ *Change Strategies/ Community Involvement/ *Educational Development/ *Federal Legislation/ Financial Support/ Guides/ History/ Locus of Control/ Program Proposals/ *Public Schools/ Reports/ Reservations (Indian)

Identifiers: BIA/ Bureau of Indian Affairs/ *Johnson O Malley Act

The assistance program to American Indians enrolled in public schools, known as the Johnson-O'Malley (JOM) Program, has drawn increasing attention in recent years for Indian people, the general public, and the Bureau of Indian Affairs (BIA). This has resulted in the need for changes in the BIA Manual and the Code of Federal Regulations (CFR) material dealing with these programs and funds. Beginning with the passage of the JOM Act in 1934, this document explains the original act and its revisions, including its initial intent. Up to the FY 1975 appropriation, the position of the Administration and Congress has been that the JOM program is intended for public school Indian children who live on or near reservations. There has been, though, considerable expression of a desire to expand the program beyond the present eligibility restrictions and to include Indian children wherever they may live, so long as they are from a federally recognized tribe. The BIA has instigated assessments and audits aimed at improving the JOM program and is now working to change the CFR so that it better reflects the many changes that have been and may be made relative to the program. The report includes many of the various memos, drafts, proposed budgets and legislation, and reactions to proposed regulation changes. These cover special education programs, authority and definitions, contract eligibility, community participation, and general contract requirements. (KM)

57

ED091940 FL006104

Litigating the Rights of the Bilingual School Child to Equal Educational Opportunity.

Exelrod, Alan B.

Publ. Date: 73 Note: 11p.

Descriptors: *Bilingual Education/ *Chinese Americans/ Court Litigation/ Educational Discrimination/ Educational Opportunities/ *English (Second Language)/ Equal Education/ Language Programs/ Nondiscriminatory Education/ Non English Speaking

In the Lau vs. Nichols case, a suit was brought by Chinese-speaking students against the San Francisco Unified School District, asking the district to implement programs in Chinese that would permit them to learn English. The basic claim of these non-English-speaking children is that in refusing to meet their learning needs, the district is violating their right to adequate educational opportunity under the equal protection clause of the Constitution. The social, economic, and political discrimination against the Chinese and Mexican-Americans forced them into an isolation that has resulted in large communities of non-English-speaking students in California and the Southwest. Since language is an integral part of the ethnic culture of the students involved, discrimination based on language is one manifestation of discrimination based on national origin. In the Lau case, the Ninth Circuit Court ruled that there could be no state action unless the school district had had a specific intent to discriminate. However, the Supreme Court on other occasions has found a seemingly nondiscriminatory policy to be a violation of equal protection when it had a discriminatory impact. It is possible to find both the teachers and the funds to implement the required programs, and the question now is to what extent the courts will become involved in the education process. (Author/PM)

58

ED090796 FL006069

Supreme Court of the United States. Lau et al. v. Nichols et al.

Supreme Court of the U. S., Washington, D.C.

Report No.: 72-6520

Publ. Date: Jan 74 Note: 12p.

Descriptors: Bilingual Education/ Bilingualism/ *Bilingual Students/ *Chinese Americans/ Civil Rights/ Educational Opportunities/ *English (Second Language)/ *Equal Education/ Federal Legislation/ Non English Speaking/ Sociolinguistics/ *Supreme Court Litigation

Identifiers: California/ Civil Rights Act of 1964/ *San Francisco

With this decision the Supreme Court of the United States reversed the judgments of lower courts and found that the failure of the San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English denies them a meaningful opportunity to participate in the public educational program. The school system is therefore in violation of Section 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. (Author/PM)

59

ED086431 RC007603

Comprehensive Indian Education Act. Hearings Before the Committee on Interior and Insular Affairs, United States Senate, 92nd Congress, 2nd Session on S.2724.

Congress of the U.S., Washington, D.C. Senate Committee on Interior and Insular Affairs.

Publ. Date: 7 Mar 72 Note: 521p.; Related document. RC007604: Tables on pages 201 to 252 will take up two microfiche each, actual page count is 469p.

Descriptors: *American Indians/ *Boards of Education/ Comprehensive Programs/ *Educational Improvement/ Educational Objectives/ Eskimos/ *Federal Legislation/ Federal Programs/ Governing Boards/ Legal Responsibility/ Nonreservation American Indians/ Political Issues/ Public Schools/ Reservations (Indian)/ *Treaties/ Tribes

Identifiers: *Comprehensive Indian Education Act/ S.2724

A transcript of the U.S. Senate's public hearings on S.2724, the Comprehensive Indian Education Bill, is presented. The purpose of S.2724 is to establish a national American Indian education program by creating a National Board of Regents for Indian Education, carrying out of a national Indian education program, the establishment of local Indian school boards, and for other educational purposes. This bill originated in September 1971 as an outgrowth of hearings held then on a bill dealing primarily with the education of Indian children in public schools. Without exception, the Indian witnesses testifying at those hearings asked for a comprehensive Indian education act to provide improved education opportunities for children and adults regardless of whether they were in Federal or other public schools. This hearing heard testimony from representatives of the majority of the Indian people, and from the 2 Federal agencies most involved with S.2724--Health, Education, and Welfare and the Department of Interior--as well as from spokesmen from the major educational organizations. The testimonies are presented in their entirety. (FF)

60

ED086388 RC007533
Indian Education: Johnson-O'Malley Activities, Annual Report, 1970-1971 Montana .
Montana State Office of the Superintendent of Public Instruction, Helena.
Publ. Date: 71 Note: 225p.; Related document is ED 051 922

Descriptors: *American Indians/ *Annual Reports/ Boarding Schools/ *Educational Finance/ Educational Opportunities/ Elementary Schools/ *Federal Aid/ Federal State Relationship/ High Schools/ Kindergarten/ *Public Schools/ Reservations (Indian)/ School Activities/ School Involvement/ Statistics/ Tables (Data)
Identifiers: *Johnson O Malley Act/ Montana
In fiscal year 1970, Montana Johnson-O'Malley (JOM) funds were relieved of supporting school lunches for American Indian children, and were channeled into special project activities. Department of Agriculture school-lunch funds became available in larger amounts to make that transition possible. With more funds, projects for special activities received an impetus that has grown each year. In January 1970, funds became available for kindergarten programs. In fiscal year 1971, 22 kindergarten units were in operation. The program now includes transportation, boarding homes, home-school coordinators, nurse coordinators, cultural enrichment programs, special teachers and workshops for teacher aides. During 1970-71 JOM advisory committees were formed to involve Indian people. At the same time JOM provided educational services to 37 school districts and 5,418 school children. This annual report also provides statistical data concerning these Federal aid programs in Montana: (1) Public Law 874 payments; (2) Public Law 815 payments; and (3) Public Law 98-10 payments. (Parts of this document may be only marginally legible.) (FF)

61

ED077602 RC007018
Implications of the Serrano and Rodriguez Cases on the Education of Mexican Americans.
Gonzalez, Simon
Publ. Date: 18 Nov 72 Note: 13p.; Paper prepared for a Leadership Institute for Chicano Educators (University of Texas at El Paso, November 17-18, 1972)

Descriptors: Court Litigation/ *Educational Finance/ Equal Education/ Financial Support/ *Mexican Americans/ *Property Taxes/ *School Support/ *State Legislation
Identifiers: Rodriquez v San Antonio Independent School Dist/ *Serrano v Priest
The primary local funding source for school support has always been the property or "ad valorum" tax. State funds, determined for each district by the "foundation program" formula, supplement this tax. Local school boards, state legislatures, state constitutions, and the voters have the power to provide quality education. In many states, however, the power which might result from increased educational expenditures has been limited. This is especially true for the poor Mexican American population. In Serrano vs Priest, the plaintiffs contend that the dependence on local property taxes for education results in wide revenue disparities among school districts. Rodriguez vs San Antonio Independent School District argues that the state minimum foundation program and general fund contribution do not equalize the great disparity in taxable property among school districts. In these cases the courts did not reject the property tax but did reject the reliance on it for local funding. The direct effects of these cases on Mexican American education are that they have: (1) served notice that Chicanos will not continue to tolerate discriminatory laws or practices, (2) aroused interest among Chicano law students, and (3) focused on the serious need for increased resources for quality education for everyone. (NQ)

62

ED076281 RC006965
A Compilation of Laws Pertaining to Indians. State of Maine.
Maine State Dept. of Indian Affairs, Augusta.
Publ. Date: Jan 73 Note: 50p.
HC Not Available from EDRS. PLUS POSTAGE
Descriptors: *American Indians/ Education/ Forestry/ Housing/ *Laws/ *Legal Responsibility/ *State Agencies/ *State Legislation/ Welfare Services
Identifiers: *Maine/ Passamaquoddies/ Penobscots
The document is a compilation of laws pertaining to the American Indians in the state of Maine. These laws are compiled from: (1) the Maine Revised Statutes of 1964 and amendments through 1972: (2) the Constitution of Maine: and (3) the current resolves and private and special laws. Major topics are: education, elections, fish and game, forestry, health and welfare, highways, housing, tribes, legislature, motor vehicle taxes, and treaties. Also included are miscellaneous provisions such as liquor and public dumps. Not available in hard copy due to marginal legibility of original document. (FF)

63

ED076274 RC006957
An Evaluation of the Johnson-O'Malley Program: Muskogee Area, Bureau of Indian Affairs.
Coombs, Madison L.
Bureau of Indian Affairs (Dept. of Interior), Muskogee, Okla. Muskogee Area Office.
Publ. Date: Aug 72 Note: 44p.
Descriptors: *American Indians/ *Educational Finance/ *Federal Programs/ *Program Evaluation/ *State Federal Aid
Identifiers: *Johnson O Malley Act/ Oklahoma
The Johnson-O'Malley Act (JOM), passed by Congress in 1934, authorized the Bureau of Indian Affairs (BIA) to contract with the states and other political entities for educational services to American Indians. Although the rationale for the JOM program was not understood well by a high proportion of the Indian patrons of public schools or by the school administrators, the nature of JOM funding and recent developments made the evaluation of these programs an inevitable requirement. In April, 1972, the Muskogee Area Office of the BIA sent the Indian Education Section of the Oklahoma State Department of Education a 1 page set of suggestions for evaluating and monitoring JOM projects. This document was shown in its entirety. About a month later the BIA office in Albuquerque, which handles the JOM program, forwarded to the Muskogee Area Office a similar and comprehensive questionnaire which was then forwarded to the Oklahoma State Department of Education. The returns showed an almost total lack of standardized evaluation test data. Recommendations from the schools stressed the need for inservice training of personnel and changes in the program. (FF)

64

ED072523 EA004828

Inequality in School Financing: The Role of the Law. Clearinghouse Publication No. 39.

Commission on Civil Rights, Washington, D.C.

Publ. Date: Aug 72 Note: 81p.

Descriptors: Civil Rights/ *Court Cases/ *Disadvantaged Youth / Educational Finance/ Educational Legislation/ *Equal Education/ Equalization Aid/ Expenditure Per Student/ *Minority Group Children/ Property Taxes/ School Taxes/ Urban Schools/ *Urban Youth

This survey gives a brief history of the movement toward equality of educational opportunity in the United States, reviews recent court decisions mandating equality in educational expenditures, and raises some of the critical questions thus far unanswered either by the courts or by the legislatures regarding ramifications of these decisions. It suggests that the recent court decisions striking down State systems of school finance (because of intrastate inequality) may not be the panacea for minority group schoolchildren that it had originally been envisioned. Because minority group children are increasingly concentrated in urban areas, the decisions will tend to benefit minority group children to the extent they benefit the cities in which they live. The outcome depends on whether cities as a whole will benefit from the decisions. (Author)

65

ED071803 RC006689

Education of the Spanish Speaking. Hearings Before the Civil Rights Oversight Subcommittee (Subcommittee No. 4) of the Committee on the Judiciary, House of Representatives, Ninety-Second Congress, Second Session on Reports of the U.S. Commission on Civil Rights. Serial No. 35.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Publ. Date: Jun 72 Note: 105p.

Descriptors: Bilingual Education/ *Civil Rights/ Committees/ Educational Policy/ *Equal Education/ *Mexican Americans/ *Minority Group Children/ Public Schools/ *Puerto Ricans/ Second Language Learning/ Spanish Speaking/ Tables (Data)

Identifiers: *United States Commission on Civil Rights

Hearings on the reports of the U.S. Commission on Civil Rights on the education of the Spanish-speaking were held on June 8 and 14, 1972. The Civil Rights Commission documented in its reports the effects of educational policies which have simultaneously forced ethnic isolation and Anglo conformity upon Mexican American and Puerto Rican students. Included are testimonies by members of the Civil Rights Commission concerning the education of Spanish-speaking children. Some of the areas covered by the testimony follow: (1) Chicano pupils achieve less well than Anglo students; (2) the school systems of the Southwest have not recognized the culture and the tradition of Mexican Americans and have not adopted policies and practices that would enable Mexican American children to participate fully in the educational process; (3) more than 400,000 Chicano pupils throughout the Southwest attend schools in predominantly Mexican American districts; (4) Puerto Rican children constitute a relatively large minority in urban school systems plagued by racial imbalance, tight budgets, and outmoded school buildings in the Northeast and Midwest cities; and (5) statistical evidence demonstrates the failure of the schools in the Southwest to reach and properly educate the Chicano student. Related documents are ED 052 849, ED 056 821, and ED 062 069. (FF)

66

ED070551 RC006637
Annual Report, 1971-1972, to the United States Bureau of Indian Affairs. Indian Education Program Nevada .
Poehlman, Charles H., Comp.
Nevada State Dept. of Education, Carson City.
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Publ. Date: Oct 72 Note: 54p.

Descriptors: *American Indians/ *Annual Reports/ Average Daily Attendance/ Dropouts/ *Educational Finance/ Enrollment/ *Federal Aid/ Federal Legislation/ Program Descriptions/ *State Programs/ Tables (Data)
Identifiers: *Johnson O Malley Act/ Nevada
After a brief discussion of the Johnson-O'Malley Program in Nevada, the State's expenditures for the fiscal year July 1, 1971, to June 30, 1972, are reported. Nevada's Indian Education Program is the result of the Johnson-O'Malley Act (JOM), which provides funds for the administration of the program and for the payment of tuition to school districts which enroll eligible American Indian children. This fiscal year, Nevada's allocation of JOM funds amounted to $194,750. Reports of JOM expenditures and special fund allocations are presented by school district. Also presented by school district are tabulated data on enrollment and attendance. Data from a 5-year survey of Indian dropouts are given according to sex and to the reason for dropping out. Nevada's plan for distribution of JOM contract funds, the procedures for determination of State apportionment for Nevada public schools, and the revised JOM guidelines are also included. A related document is ED 055 709. (NQ)

67

ED069332 PS005795
Headstart, Child Development Legislation, 1972. Joint Hearing before the Subcommittee on Children and Youth and the Subcommittee on Employment, Manpower, and Poverty.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.
Publ Date: Mar 72 Note: 634p.; U.S. Senate, Ninety-Second Congress, Second Session
Available from: Subcommittee on Children and Youth: Room 506, Senate Annex, U.S. Senate, Washington, D.C., 20510 (no charge)

Descriptors: *Disadvantaged Youth/ *Economically Disadvantaged/ Educational Development/ *Educational Opportunities/ *Federal Legislation/ Poverty Programs/ Youth Employment
Identifiers: PROJECT HEAD START
A Joint Hearing before the Subcommittee on Children and Youth, and the Subcommittee on Employment, Manpower, and Poverty of the Committee on Labor and Public Welfare are presented. The purpose of this hearing on S. 3193 is to provide for the continuation of programs authorized under the Economic Opportunity Act of 1964, and for other purposes. The hearing on S. 3228 aimed to strengthen and expand the Headstart program, with priority to the economically disadvantaged; to amend the Economic Opportunity Act of 1964. (RG)

68

ED068205 RC000794
Indian Education Division. Nevada State Department of Education. 1960-1961 Annual Report to United States Bureau of Indian Affairs.
Haglund, E. A., Comp.
Nevada State Dept. of Education, Carson City.
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Publ. Date: Aug 61 Note: 22p.

Descriptors: Academic Achievement/ Adult Education/ *American Indians/ *Annual Reports/ *Educational Finance/ Federal Aid/ *Federal Programs/ *Financial Support/ Grants/ Lunch Programs/ Preschool Programs/ Special Programs/ Student Transportation/ Vocational Education
Identifiers: Bureau of Indian Affairs/ *Johnson O Malley Act
Information for the second complete school year under the agreement between the Nevada Department of Education and the Bureau of Indian Affairs for the orderly and equitable termination of the Johnson-O'Malley Program in the State of Nevada is presented in this annual report. Termination, over a 5-year period, of the student transportation and school lunch programs under the Johnson-O'Malley Act are reported. The Special Program Grants to individual school districts are described. Major recommendations for American Indian education in Nevada include the establishment of preschool training, the development of a post-high school vocational program at Stewart Indian School, and the reestablishment of adult education programs for all Indian tribal groups. Related documents are ED 013 147, ED 032 143, ED 032 188, ED 044 218, and ED 055 709. (PS)

69

ED068190 PS005972
Existing Day Care Legislation. Final Report: Part III.
Carlson, Rick J.
Institute for Interdisciplinary Studies, Minneapolis, Minn.
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
Publ. Date: Dec 71 Note: 116p.

Descriptors: Child Development/ *Day Care Programs/ *Disadvantaged Youth/ Elementary School Students/ Federal Aid/ *Federal Legislation/ *Financial Support/ *Government Role/ Legislation/ Low Income Groups/ Parent Participation/ Preschool Children/ Research/ Technical Reports
Existing legislation applicable to day care programs is examined to discern what the Federal role has been. An overview of existing Federal legislation is given, and legislation is then analyzed as to its effect on the five components of the day care delivery system. These components are: (1) a product--the kind of day care program, (2) providers of that product--administrators, operators, educators, etc.; (3) consumers of the product--parents and children; (4) a medium of exchange between the providers and the consumers--means of financing the programs; and (5) regulation of the product and the means of financing by the public--the quality of the product and the terms and conditions of exchange. An appendix includes descriptions of all relevant legislative enactments affecting day care programs. (For related documents, see PS 005 969-971, 973-983.) (AL)

70

ED065229 RC006301

Fifteenth Annual Report of Indian Education in Oklahoma Under State Contract.

Laney, L. J.

Oklahoma State Dept. of Education, Oklahoma City.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Publ. Date: 62 Note: 60p.

Descriptors: *American Indians/ *Annual Reports/ Attendance Records/ Compensatory Education Programs/ Contracts/ *Educational Finance/ *Educational Programs/ Federal Programs/ State Programs/ *Tables (Data)

Identifiers: *Johnson O Malley Act/ Oklahoma

Financed and operated under the provisions of a contract between the U.S. Bureau of Indian Affairs, Department of Education, and the Oklahoma State Department of Education, this document describes the Indian Education Program in Oklahoma, which is authorized by the Johnson-O'Malley Act and supervised by the State Department of Education. This 1962 annual report was prepared by the Division of Indian Education. Tables for the enrollment and attendance for 1960-61; the expenditure of contract funds in 1961-62 for administration and supervision, as well as for instruction, lunches, transportation, and other services; the estimated Indian pupil enrollment and attendance for 1963; the enrollment and average attendance by areas and tribes for 1960-61; a financial statement of Indian education funds for 1962; the state contract funds allocated in 1961-62 by counties and for special services; and the lunch and special service lunch fund reimbursement are given. Also included is an area map of Indian tribes in Oklahoma. The appendixes show the contract modification, the 1962-63 budget, the amendment to the Oklahoma plan, an enrollment and attendance table for 1961-62, a table of attendance by area and tribe for 1961-62, the rules and regulations for the Johnson-O'Malley Indian Education Program, and a high school senior questionnaire. (MJB)

71

ED065234 RC006306

Twentieth Annual Report of Indian Education in Oklahoma.

Laney, L. J.

Oklahoma State Dept. of Education, Oklahoma City.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Publ. Date: 67 Note: 44p.

Descriptors: *American Indians/ *Annual Reports/ Attendance Records/ Compensatory Education Programs/ Contracts/ *Educational Finance/ *Educational Programs/ Federal Programs/ State Programs/ *Tables (Data)

Identifiers: *Johnson O Malley Act/ Oklahoma

Financed and operated under the provisions of a contract between the U.S. Bureau of Indian Affairs, Department of Education, and the Oklahoma State Department of Education, this document describes the Indian Education Program in Oklahoma, authorized by the Johnson-O'Malley Act and supervised by the State Department of Education. This 1967 annual report was prepared by the Division of Indian Education. Tables for the enrollment and attendance for 1965-66; the expenditure of contract funds in 1966-67 for administration and supervision, as well as for instruction, lunches, transportation, and other services; the estimated Indian pupil enrollment and attendance for 1968; the enrollment and average attendance by areas and tribes for 1965-66; a financial statement of Indian Education funds for 1967; the state contract funds allocated by counties and for special services; and the lunch and special service lunch fund reimbursement for 1966-67 are given. Also included is an area map of Indian tribes in Oklahoma. The appendixes show the Indian Public School Contract; the Oklahoma plan; the enrollment and attendance table for 1966-67; the Indian pupil enrollment and average daily attendance by areas and tribes for 1966-67; a dropout report for the Anadarko area, the Muskogee area, and for the Oklahoma Johnson-O'Malley schools as a whole; and a high school senior questionnaire. (MLB)

72

ED058354 UD012027

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 16D-1--Inequality in School Finance: General Appendixes.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Publ. Date: Nov 71 Note: 328p.; Committee Print, Senate Select Committee on Equal Educational Opportunity

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)

Descriptors: *Disadvantaged Youth/ Economically Disadvantaged / *Educational Finance/ *Educational Needs/ Educational Opportunities/ Educational Resources/ *Equal Education/ Resource Allocations/ Tax Support/ *Urban Education

Identifiers: District of Columbia/ Indiana/ More Effective Schools Program/ New York/ Oregon

Appendix One, items pertinent to the hearing of September 21, 1971, includes material supplied by Dr. Robert W. Blanchard concerning allocations from Oregon's basic school support fund. Appendix Two, items pertinent to the hearing of September 22, 1971, includes material supplied by Joel B. Berke on "The Current Crisis in School Finance: Inadequacy and Inequity;" and also by James A. Kelley on "Judicial Reform of Educational Finance" and "The Fiscal Roots of Inequality in Educational Opportunity." Additionally, the staff of the Select Committee on Equal Educational Opportunity provided material on "Disparities in School Finance." Appendix Three, items pertinent to the hearing of September 23, 1971, includes tables supplied by Julius W. Hobson concerning District of Columbia Public Schools Regular Budget Funds: Requests versus Appropriations, fiscal years 1966-71, and two pamphlets by him: "The Damned Children," and "The Damned Information." Among the other materials in the appendix are summary reports from Glen Robinson on financially induced cutbacks in staff, programs, and services. Appendix Four includes the following materials submitted by David Selden: The More Effective Schools Program, a program report prepared by the American Federation of Teachers; "The Voucher Plan," a reprint from the "Teachers College Record"; and four articles on the Gary (Indiana) Bannecker School Experiment. Due to the quality of the original, several pages of this document are not clearly printed. (JM)

73

ED057132 UD011921

Elementary and Secondary Education Act of 1965: Compilation of Legislation on Title I--Financial Assistance to Local Educational Agencies for the Education of Children of Low-Income Families, Reflecting the 1966, 1967, and 1970 Amendments.

Division of Compensatory Education, BESE.

Publ. Date: Jul 71 Note: 38p.

Available from: Superintendent of Documents, Printing Office, Washington, D.C. 20402 (HE 5.237: 37074; $0.25)

Descriptors: *Disadvantaged Youth/ Educational Finance/ *Educational Legislation/ *Federal Aid/ *Federal Legislation/ Low Income Groups

Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I

This government document contains a compilation of legislation on Title I of the Elementary and Secondary Education Act of 1965; it also contains the 1966, 1967, and 1970 amendments. In addition, General provisions under Title III of Public Law 81-874 are included. Title I is particularly concerned with financial assistance to local educational agencies for the education of children of low-income families. (Author/JW)

74

ED056408 EA003865
Public School Desegregation in California Historical Background. School Desegregation Bulletin Series.
Colley, Nathaniel S., Jr.
California Univ., Riverside. Western Regional School Desegregation Projects.
Publ. Date: Sep 71 Note: 32p.

Descriptors: Court Cases/ Defacto Segregation/ Dejure Segregation/ *Legal Problems/ *Minority Groups/ School Attendance Legislation/ *School Integration/ *School Law/ *School Segregation
Identifiers: California
This paper first traces the history of racial segregation in the California Public Schools, revealing that while the first California constitution provided for a system of common schools, the schools were initially common to white pupils only. The paper then demonstrates that the State has an affirmative duty under the 14th Amendment to end public school racial segregation wherever it exists no matter what its cause. The paper concludes by arguing that there can be no such thing as de facto segregation in public schools. According to the author, all such segregation is de jure because public school officials compel attendance, fix zones and boundaries, and make school attendance assignments. (Author)

75

ED055709 RC005661
Indian Education Program. Annual Report, 1970-1971 to United States Bureau of Indian Affairs.
Poehlman, Charles H.
Nevada State Dept. of Education, Carson City.
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Publ. Date: Oct 71 Note: 64p.

Descriptors: Adult Programs/ *American Indians/ *Annual Reports/ Community Involvement/ Cultural Background/ Dropouts/ Education/ *Educational Finance/ Enrichment Activities/ Enrollment/ Evening Classes/ *Federal Aid/ Program Descriptions / School Community Relationship/ *State Programs/ Student Needs
Identifiers: Johnson O'Malley Act/ Nevada
After a 2-page history of the Johnson-O'Malley Act, which provides funds for Indian children attending public schools, basic objectives for educational programs, the problems encountered in developing these programs, and accompanying recommendations are discussed. Tabular reports of Johnson-O'Malley (JOM) expenditures are then presented in composite and by school district, and beneficiaries of special fund allocations are enumerated. Three successful programs for Indian children in Nevada are described: (1) the Moapa Summer Educational-Recreational Program (Clark County School District), (2) the Summer Reading Program for Primary Students (a 1-school program in Lyon County School District), and (3) the Indian Pre-School Summer Education Program (Churchill County School District). Public Law 89-10 Title I programs serving Indian children in Nevada are listed; also presented are school district news (by district), enrollment and attendance data (by district), results of the Nevada Indian Dropout Study, Nevada's plan for distribution of JOM contract funds, and procedures for determination of state apportionment for Nevada public schools. Related documents are ED 013 147, ED 032 143, ED 032 166, and ED 044 218. (NMB)

76

ED054274* UD011767

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress First Session on Equal Educational Opportunity, Parts 9A and 9B.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Publ. Date: 71 Note: 951p.; Hearings held Mar 3-6, 1971, San Francisco, Calif.

Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Pt. 9A, $2.25; Pt. B, $1.50)

Document Not Available from EDRS.

Descriptors: Black Community/ Bus Transportation/ *Chinese Americans/ Economically Disadvantaged/ Educationally Disadvantaged/ Educational Resources/ *Equal Education/ High Schools/ *Integration Effects/ Integration Litigation/ Integration Methods/ Racial Balance/ School Community Relationship/ *School Integration

Identifiers: *California

These hearings before the Senate Select Committee on Equal Educational Opportunity focusing on "San Francisco and Berkeley, California" are organized in two parts. The contents of Part 9A include all of the statements by educational administrators, teachers, and students; as well as by representatives of involved minority communities and local government officials. Evidence is presented regarding the racial distribution of students in the Berkeley Unified School District, the Riverside Integration study, and the role of the black community in school integration. Part 9B is an "Appendix," which includes articles contributed by the Institute on Desegregation Problems, various private persons, the Berkeley Unified School District, the Riverside Unified School District, the Sacramento Unified School District, the San Francisco Unified School District, and the Sequoia Union High School District; these articles focus on such issues as: educational finance; school integration and busing; legislation proposals for the 1971 session of the California Legislature; group test results of intelligence and academic achievement; litigation regarding non-English-speaking students in San Francisco; the experience of teachers with school desegregation; and, the attitudes of parents and students towards integration. For related documents, see Ed 045 795, UD 011 767, and UD 011 769. (JM)

77

ED054273# UD011766

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-First Congress, Second Session on Equal Educational Opportunity, Parts 3E, 4, 5, 6, 7, and 8.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Publ. Date: 71 Note: 1789p.; Hearings held Sept 24, 1970 to Nov 25, 1970, Washington, D.C.

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Pt. 3E, $0.75; Pt. 4, $1.00; Pt. 5, $1.75; Pt. 6, $1.25; Pt. 7, $1.25; Pt. 8, $1.25)

Document Not Available from EDRS.

Descriptors: Dejure Segregation/ Educational Legislation/ *Educational Resources/ *Equal Education/ Government Role/ Housing Discrimination/ Mexican Americans/ Minority Groups/ Puerto Ricans/ Racial Balance/ Resource Allocations/ *School Integration/ *Spanish Speaking/ *Urban Schools

The hearings before the Senate Select Committee on Equal Educational Opportunity concerning "Desegregation under the law" conclude with Part 3E, which features a discussion of the Preyer-Spong Bill. Part 4 is concerned with "Mexican American education." Presentations focus on the issues of educational resources allocation, including the distribution of ESEA Title I funds; and the activism among Mexican-American students and parents, including school boycotts. Part 5, "De facto segregation and housing discrimination," presents evidence paralleling the housing situations in the Mexican American, Puerto Rican, and Latino communities, and relating educational opportunity to residential patterns. Part 6, "Racial imbalance in urban schools," records statements on the urban school crisis and comprehensive planning to deal with it; and also on the problems of implementing school desegregation. Part 7 presents expert testimony and evidence on "Inequality of educational resources." Statements center on the impact of adequate versus inadequate financial support for education, and relevant public attitudes. Part 8 focuses on the problems of "Equal educational opportunity for Puerto Rican children." The public education system of Puerto Rico is contrasted with the urban schools serving mainland Puerto Rican students. For related documents, see ED 045 795, UD 011 767, and UD 011 789. (JM)

78

ED052877 RC005478

Equal Educational Opportunity: Hearings before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-First Congress, Second Session on Equal Educational Opportunity, Part 4--Mexican American Education.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Publ. Date: 71 Note: 256p.

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)

Descriptors: Academically Handicapped/ *Activism/ *Bilingual Education/ Community Involvement/ *Educational Discrimination/ Educational Opportunities/ Federal Aid/ *Mexican Americans/ *Socioeconomic Influences/ Teacher Selection/ Testing

Hearings on Mexican American education, held for 4 days in August of 1970 before the Senate Select Committee on Equal Educational Opportunity, are recorded in this publication. Witnesses before the committee included Mexican American educators from California and Texas. Presentations by these witnesses emphasized such areas as language and culture, educational levels, bilingual education, integration, Federal funding, segregation, student militancy, social activism, home environment, public and political attitudes, school policies, school faculties, community control and involvement, the GI Bill, and educational tracking. "Spanish-Speaking Pupils Classified as Educable Mentally Retarded," a report from the California State Department of Education, is included in the publication. (A related document is ED 045 795.) (JB)

79

ED048387 UD010965

Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, Ninety-First Congress, Second Session on S. 3833 and 4167, June 9, 24, 30, July 10, and August 11 and 27, 1970, Emergency School Aid Act of 1970.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Publ. Date: 70 Note: 613p.

Descriptors: Court Litigation/ *Educational Finance/ *Educational Problems/ Elementary Schools/ *Government Role/ *Minority Groups/ Political Influences/ Race Relations/ *School Integration/ Secondary Schools/ Statistical Data

This document is the report of hearings before the Subcommittee on Education of the Committee on Labor and Public Welfare of the United States Senate, held in June, July, and August, 1970. The hearings relate to the Emergency School Aid Act of 1970, specifically, Senate bills 3883 and 4167. Bill 3883 sought to provide financial assistance to improve education in racially impacted areas and to assist with desegregation problems in elementary and secondary schools and other purposes. Bill 4167 sought to enforce the guarantees of the Fourteenth Amendment with respect to elementary and secondary school desegregation. (DM)

80

ED047867# RC005092

An Even Chance: A Report on Federal Funds for Indian Children in Public School Districts.

NAACP Legal Defense and Educational Fund, Inc., New York, N.Y.

Sponsoring Agency: Children's Foundation, Washington, D.C.

Publ. Date: Jan 71 Note: 80p.

Available from: NAACP Legal Defense and Educational Fund, Inc., 1028 Connecticut Avenue, Suite 510, Washington, D.C. 10019 ($1.00)

Document Not Available from EDRS.

Descriptors: Achievement/ *Administration/ *American Indians/ Attitudes/ Demography/ *Educational Finance/ *Equalization Aid/ *Federal Aid/ Legislation/ Socioeconomic Status

The document reports a study of Federal financial-assistance programs to schools with concentrations of American Indian children. The study involved collecting data by interviewing state and local officials in 60 school districts in 8 states; interviews were also conducted with Bureau of Indian Affairs and Office of Education officials in Washington. In addition, 29 community surveyors interviewed 445 Indian parents whose advice and active participation were essential to the study.

The document provides statistical data and discusses instances wherein school districts are alleged to have misused Federal monies allocated for use in educating American Indian children. Discussed are Federal programs specifically designed to aid public schools in educating Indian children under funds from Impact Aid Laws - P.L. 874 and P.L. 815, the Johnson-O'Malley Act of 1934, and Title I of the Elementary and Secondary Education Act of 1965. A chapter is also devoted to Indian involvement with public schools. (EL)

81

ED044218 RC004792

Indian Education Program: 1969-1970 Annual Report to United States Bureau of Indian Affairs.

Poehlman, Charles H.

Nevada State Dept. of Education, Carson City.

Publ. Date: Oct 70 Note: 84p.

Descriptors: Adult Programs/ *American Indians/ *Annual Reports/ Community Involvement/ Cultural Background/ Cultural Enrichment/ Dropouts/ *Education/ *Educational Finance/ Educational Television/ Enrichment Activities/ Enrollment/ Evening Classes/ Federal State Relationship/ *Program Descriptions/ School Community Relationship/ Student Needs/ Teaching Guides

Identifiers: *Nevada

A brief history is given of the Johnson-O'Malley Act, which provides funds for Indian children attending public schools, and Nevada's plan for distribution of these funds is discussed. Procedures for determination of state apportionment for Nevada public schools are included, as are the beneficiaries of the special fund allocations. Basic objectives for educational programs and the problems encountered in developing these programs are cited. Two programs for Indian children in Nevada are described: (1) the Summer Educational Program for Southern Paiute Children and (2) The First Ones, an educational television series for all school children in Nevada. (Lesson plans and a teacher's guide for the series are included in the document.) Public Law 89-10 Title I programs serving Indian children in Nevada are listed, and school district news, financial reports for 1969-70, enrollment data, and results of the 5-year dropout survey conclude the report. (LS)

82

ED043732 VT011136

Implementing the Vocational Education Amendments of 1968 for the Disadvantaged or Handicapped. Suggested Utilization of Resources and Guide for Expenditures (SURGE).

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Publ. Date: Feb 70 Note: 19p.

Descriptors: *Disadvantaged Groups/ Educational Finance/ Expenditures/ *Federal Legislation/ *Handicapped/ Leadership Responsibility/ *Program Administration/ Program Development/ Services/ *Vocational Education

Identifiers: *Vocational Education Amendments Of 1968

Based on experiences and recommendations from vocational education programs, this publication contains suggestions for State Department of Vocational Education staff in their leadership roles to local educational agencies and in their relationship with other state institutions in developing services and programs for the disadvantaged and handicapped under the Vocational Education Amendments of 1968. Definitions, characteristics, uses of federal funds, areas to be served, cooperating persons and organizations, and effective services and program components are included for both groups. (SB)

83

ED037925 24 EA002315
Implementing School Desegregation: A Bibliography. Bibliography Series, Number Sixteen.
Hall, John S., Comp.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-0353
Contract No.: OEC-0-8-080353-3514(010)
Publ. Date: Mar 70 Note: 28p.

Descriptors: *Annotated Bibliographies/ Bibliographies/ Court Litigation/ Defacto Segregation/ Equal Education/ Evaluation/ Federal Legislation/ *Legal Problems/ Methods/ *Negro Education / Racial Balance/ *School Community Relationship/ *School Integration/ State Legislation/ Urban Schools

Published mainly between 1965 and 1969, 183 articles, books, papers, reports, and bibliographies related to school desegregation are listed under four headings, as follows: (1) Legal background, including assessments of court decisions, legislation, and administrative rules and regulations; (2) school-community relations, concerning patterns of interaction among school officials, desegregation supporters and opponents, and other interest groups, and the impact of these interactions on community conflict and cooperation; (3) implementation problems and techniques, defining the feasibility of alternative desegregation procedures; and (4) evaluation, referring to the impact of the desegregation policy at both national and local levels and to future research and evaluation needs. Several items are annotated. (JK)

84

ED036351 RC004045
Indian Education in New York State
New York State Education Dept., Albany.
Publ. Date: 69 Note: 20p.

Descriptors: *Administrative Organization/ *American Indians/ Attendance/ *Educational History/ Enrollment/ *Expenditures/ Legal Responsibility/ School Construction/ School Integration/ *State Legislation
Identifiers: *New York

The development of Indian education in the State of New York is traced starting with the state assuming responsibility for Indian education in 1846 and ending with the 1968-69 school year. Initial provisions for Indian children are presented with cost and enrollment figures. Key legislation is produced, and the various administrative personnel are named as each major advance is considered. Statistical tables on enrollment, state expenditures for Indian education, and student aid to Indian youth are included. The report concludes with recommendations regarding the administrative centralization of Indian education at the state level. (BD)

85

ED034625 RC003886

Indian Education: A National Tragedy--A National Challenge. 1969 Report of the Committee on Labor and Public Welfare. United States Senate. Made by Its Special Subcommittee on Indian Education.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.: R-91-501

Publ. Date: 69 Note: 230p.

Descriptors: Administrative Problems/ *American Indians/ Case Studies (Education)/ Educational Background/ *Educational Needs / *Educational Policy/ *Federal Legislation/ Federal Programs/ *Investigations/ School Conditions

Senate Resolution 165, 90th Congress, authorized an investigation into the education of Indian children. Subsequent resolutions extended the investigation, the results of which are synthesized in this report. Historical discussion of national policy toward the American Indian, the effects of Federal legislation, and the failures of Federal schools are presented. Public school findings included the lack of Indian participation or control; coursework which rarely recognized Indian history, culture, or language; and anti-Indian attitudes on the part of school administrators and teachers. Federal schools were found to be grossly underfinanced, deficient in academic performance, unsatisfactory in quality and effectiveness of instruction, seriously deficient in guidance and counseling programs, and characterized by a rigid and impersonal environment. Sixty recommendations were made in the areas of national policy and goals, administration of Indian education, the future of Federal schools, and the Federal role in relation to non-Federal schools. Statistical tables are presented in an appendix. (JH)

86

ED033459 EA002568

History of Title I ESEA.

Office of Education (DHEW), Washington, D.C.

Publ. Date: Jun 69 Note: 37p.

Descriptors: *Educational Legislation/ *Educationally Disadvantaged/ Federal Aid/ Federal Programs/ Federal State Relationship/ *Financial Policy/ Grants/ *Historical Reviews/ Low Income Groups/ Program Administration/ Program Effectiveness/ Program Evaluation/ Project Applications/ *Public Schools/ Resource Allocations

Identifiers: Elementary Secondary Education Act, Title 1

The purpose of the Elementary and Secondary Education Act Title I is to provide financial assistance to local educational agencies serving areas with concentrations of educationally disadvantaged children from low-income families. This document explains the administrative structure necessary to impliment Title I programs on national, State, and local levels and the formula used in determining allocations. Amendments to the original legislation have broadened the provisions for eligibility and these are listed. The Commissioner of Education is responsible for determining the annual allocation of Title I funds to eligible county and State education agencies, although this law places direct responsibility for administering and implementing Title I on State education agencies. The local education agencies develop and implement approved projects icentifying the educationally disadvantaged children and their special needs. Evaluating Title I projects has evolved from the overlapping surveys of earlier years to a comprehensive and systematic process that by 1967, used standardized data. The impact of the Title I operation can be noted in tables that illustrate the shift of expenditures away from equipment and construction in 1966 toward more actual instruction and services in 1967-68. (LN)